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ABSTRACT

The bibliography contains 52 references selected from Exceptional Child Education Abstracts concerning various types of multiply handicapped children. One in a series of over 50 similar selected listings relating to the education of handicapped or gifted children, the bibliography cites research reports, conference papers, journal articles, texts, and program guides, and provides bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are included. (RD)

ED051595

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# MULTIPLY HANDICAPPED

## A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

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EC 032 432E

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# ABSTRACTS

## ABSTRACT 10134

EC 01 0134 ED 016 347
Publ. Date May 67 182p.
Minskoff, Joseph G.
**The Effectiveness of a Specific Program Based on Language Diagnosis in Overcoming Learning Disabilities of Mentally Retarded, Emotionally Disturbed Children.**
Yeshiva Univ., New York, N. Y.
Office Of Educ., Washington, D. C.
OEG-1-6-068375-1550
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; cognitive processes; multiply handicapped; learning disabilities; language; children; learning characteristics; language ability; language handicaps; remedial reading; remedial programs; psycholinguistics; speech handicaps; speech therapy

The objectives of this study were to (1) investigate and describe the learning characteristics of a group of mentally retarded, emotionally disturbed children, and (2) test the effectiveness of a psycholinguistic approach to the remediation of learning disabilities by comparing three groups--an experimental remedial treatment group, a comparison remedial treatment group, and a non-treatment group. In the descriptive aspect of the study, 32 educable mentally retarded, emotionally disturbed children (mean chronological age of 12-6, mean mental age of 7-4, and mean IQ of 61) were given a diagnostic battery based on an extended model of psycholinguistic functioning. The group did not evidence an overall deficit in the entire automatic sequential level of psycholinguistic functioning, a deficit which had been posited in other research as typical of the retarded. Emotional disturbance as well as gross heterogeneity in the group's performance were seen as factors precluding obtainment of a single, generalized (i.e. typical) deficit. In the remediation aspect, 15 of these children, matched in triads based on obtained psycholinguistic characteristics, were randomly assigned to three groups. Excluding the non-treatment group, subjects were tutored individually for 30 sessions. All 15 subjects were retested on the 17-test diagnostic battery. The experimental group, receiving remediation based on a learning disability (i.e. psycholinguistic) approach, showed greater gains in disability areas and overall level of psycholinguistic functioning than the other two groups. The non-treatment group showed greater gains than the comparison group which had received traditional remediation. The psycholinguistic approach to remediation of learning disabilities was seen as effective inasmuch as the factor of attention was controlled by inclusion of a comparison treatment group. Fourteen tables and 77 references are included. (AA)

## ABSTRACT 10154

EC 01 0154 ED N.A.
Publ. Date Mar 67
Vernon, McCay
**Characteristics Associated with Post-Rubella Deaf Children--Psychological, Educational, and Physical.**
Michael Reese Hospital, Chicago, Ill., Institute For Psychosomatic And Psychiatric Research And Training
Volta Review, Volume 69, 1967.
EDRS not available

Descriptors: exceptional child research; aurally handicapped; multiply handicapped; deaf; children; psychological characteristics; physical characteristics; student characteristics; residential schools; etiology; intelligence tests; achievement tests; student evaluation; intelligence; language development; speech; psychological evaluation; rubella

From a sample of 1,468 deaf children in a residential school, 129 were diagnosed as post-rubella deaf children. Critical psychological, educational, and physical factors were studied by means of standardized intelligence and achievement tests, teacher rating scales, school records of behavior, psychological evaluations, and psychodiagnostic measures. Prematurity was a factor in 43 percent of the rubella children, and 53 percent of the rubella children were multiply handicapped. The IQ's of 95.3 percent of the rubella children were significantly below the general population IQ of 100. Almost one-third of the IQ's were below 90, and 8 percent were below 70. Written language of the rubella deaf group was significantly poorer than the genetic or post-meningitic deaf groups, but there were no significant differences in speech or speech reading. Of the rubella deaf, 21.9 percent were aphasoid, while only 1.69 percent of the genetically deaf were thus diagnosed. Of the 103 for whom psychological tests were available, 27 percent were classified emotionally disturbed. Teachers' ratings and school records also indicated an elevated rate of severe emotional disturbance. About 47 percent of the rubella children's responses on the Bender Visual Motor Gestalt Test were judged pathological, revealing significantly more organicity among the rubella children than the genetically deaf children. Techniques to facilitate academic learning and behavioral modifications need to be developed if these children are to benefit properly from the school. Included is a 14-item reference list. This article was published in The Volta Review, Volume 69, Number 3, pages 176-185, March 1967. (MY)

## ABSTRACT 10235

EC 01 0235 ED N.A.
Publ. Date Feb 66
Curtis, W. Scott
**The Evaluation of Verbal Performance in Multiply Handicapped Blind Children.**
Syracuse University, New York
Exceptional Children, Volume 32, 1966.
EDRS not available

Descriptors: exceptional child education; visually handicapped; multiply handicapped; tests; language; children; auditory evaluation; aural stimuli; verbal ability; verbal communication; social relations; hyperactivity; blind; communication (thought transfer); speech evaluation; evaluation methods; Syracuse University Center for the Development of Blind Children

At the Syracuse University Center for the Development of Blind Children, a team of specialists in pediatrics, neurology, ophthalmology, psychology, speech pathology, audiology, social work, and special education has been evaluating the communication skills of multiply handicapped blind children over periods of 3 to 5 days since 1957. After the child is first observed, he is classified either as apathetic or as hyperactive. The technique with the apathetic child is to introduce and then withdraw auditory stimuli, forcing the child to initiate activities on his own, which the interviewers encourage by verbalization and play. With the hyperactive child the technique is to fatigue his hyperirritable behavior by leaving him completely alone, letting him develop a ritualized activity pattern, and then to offer relief from t is behavior by rewarding him. With both classifications of children, social interactions and auditory assessment are thus established. An outline of response categories provides cues to behavior patterns, and modality capacities are listed for the receptive, the expressive, and the referential system. General recommendations are (1) the child should be seen on more than one occasion, (2) the child should be examined prior to exploring his case records and to interviewing his parents, (3) the examiner should probe capabilities and assets as well as liabilities, and (4) the examiner should recall the difference between isolated and multiple disabilities. This article was published in Exceptional Children, Volume 32, Number 6, pages 367-374, February 1966. (CG)

## ABSTRACT 10408

EC 01 0408 ED 012 999
Publ. Date 66 60p.
Rusalem, Herbert And Others
**New Frontiers for Research on Deaf-Blindness, Proceedings of a Seminar Conducted by the Industrial Home for the Blind with the Support of the Vocational Rehabilitation Administration (April 15, 1966).**
Industrial Home For The Blind, Brooklyn, New York
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; communication (thought transfer); adult education; rehabilitation; research needs; language; learning; manual communica-

tion; perception; adults; social relations; behavior; behavior change; electromechanical technology; program planning; deaf blind; conference reports

Position papers, discussion, and research proposals cover communication, learning, rehabilitation, and resettlement. Communication problems of the deaf-blind are related to other concepts of communication. Verbal symbols and nonverbal sounds in communicative perception and the cognitive and affective roles of the language of sound in relation to activities are explored. In relating these concepts to problems of deafness, discrimination must be made between communicative behavior and communicative skills. The disadvantaged environment of deafness or blindness induces significant behavioral consequences. Thus, the goal of diagnosis and treatment must be the improvement of total behavior. The relationship between cognition and seeing and hearing, the effect of social isolation on learning, and the role of language and visual stimuli in the learning process need further investigation. Withdrawal and avoidance manifestations in both deaf-blind persons and their seeing and hearing associates suggest that heightened life interest and increased involvement of deaf-blind persons in everyday activities might elicit positive responses from associates which would influence tenure of service and effectiveness of volunteers and staff. An analysis of the language structure of the deaf-blind is needed in developing an improved language as well as a new nonlanguage transmission system to better provide deaf-blind persons with essential information. The use of an electronic device for facilitating deaf-blind interaction should be explored. Experiments need to be designed to raise the expectations of society regarding the deaf-blind. A more effective information and retrieval system would increase the usefulness of case studies and surveys (some are cited) in planning for the vocational and social adjustment of the deaf-blind. A 15-item summary of research needs, a bibliography of 21 items, and a list of the seminar participants are included. (CF)

### ABSTRACT 10587

EC 01 0587 ED 021 371
Publ. Date Mar 68 6p.
Grant, Evelyn; Lewis, William
**A Proposal for a Pilot Project to Meet the Needs of the Mentally Retarded Deaf.**
Wisconsin State Department Of Public Instruction, Madison
EDRS mf,hc
Wisconsin Department Of Public Instruction Bureau Memorandum; V9 N3 P14-19 Mar 1968

Descriptors: exceptional child education; program planning; mentally handicapped; aurally handicapped; multiply handicapped; program proposals; demonstration programs; program administration; children; deaf; program descriptions; educational objectives; pilot projects

A pilot program to meet the needs of mentally retarded deaf children is proposed by two Wisconsin schools. The rationale for the program and the summary statement from a 3-day workshop which met to consider a possible program are given. The purpose of the proposed program is to demonstrate the feasibility of removing, at least for a time, deaf retarded children from classes for the deaf of normal intelligence and from classes of mentally retarded hearing children. The proposal specifies short range procedures for 1967-68, including identification of students and criteria for admission. Intermediate range procedures for 1968-69 outlined are limitation of class size, children to participate, staff facilities, equipment, curriculum, parent involvement, reporting, evaluation, funding possibilities, and projected cost. A long range program is also considered in terms of facilities, teacher certification, diagnostic procedures, and state guidelines. Survey data on incidence and a diagram of the program's administrative structure are provided. A bibliography lists seven items. (GD)

### ABSTRACT 10589

EC 01 0589 ED 023 223
Publ. Date 67 120p.
Wolf, James M.
**The Blind Child with Concomitant Disabilities. American Foundation for the Blind Research Series Number 16.**
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child research; mentally handicapped; visually handicapped; multiply handicapped; administration; questionnaires; incidence; admission criteria; teaching methods; special classes; academic achievement; teacher qualifications; teacher motivation; special services; institutional administration; institutionalized (persons); children; administrative personnel

Data were collected from 48 chief administrators of schools enrolling 6,696 visually handicapped children to determine enrollment, disabilities, and services; and from 53 special class teachers in 28 of the schools concerning their 453 retarded blind children. Analysis of data revealed that 25% of the population studied were mentally retarded, 85% of the schools accepted mentally retarded blind children, 67% had special classes for them, and 75% of special classes were mixed for blind and partially seeing mentally retarded children. The average number of disabilities reported was 3.18 per child, and the most frequent concomitant disabilities were personality and speech defects. The main reason given for assignment of the special class teacher was a high tolerance for limited educational progress, but 80% of the teachers indicated it was their own choice. Of the special class teachers, 85% had bachelor's degrees, 40% master's, and 26% post-master's work; 75% were certified elementary teachers, and 61% had certification in special education. Average pupil-teacher aide ratio was three to one. Of the residential schools, 38% had prepared special curriculum materials for mentally retarded blind children and 46% of the administrators reported that providing services for the multiply disabled blind child will become the major role of the residential school. (KH)

### ABSTRACT 10784

EC 01 0784 ED 025 064
Publ. Date 67 77p.
Graham, Milton D.
**Multiply-Impaired Blind Children: A National Problem.**
American Foundation For The Blind, New York, New York
EDRS mf,hc
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child research; multiply handicapped; visually handicapped; educational needs; health; braille; incidence; national surveys; statistical surveys; questionnaires; age; sex differences; blind; children; mentally handicapped; speech handicapped; emotional problems; neurologically handicapped; aurally handicapped

In 1966, a national survey reported on 8,887 multiply impaired (MI) blind children. About 56% were boys; 83% had been blind since before age 3, and half were totally blind. The principal causes of blindness were retrolental fibroplasia and congenital cataracts. Almost 63% had two or more additional disabilities (86.8% of those under age 6), such as mental retardation (80.2%), speech problems (38.9%), brain damage (35.1%), emotional problems (16.7%), cerebral palsy (14.4%), epilepsy (14.0%), chronic medical problems (7.0%), crippling (4.9%), hearing impairment (10.6%), cosmetic defect (6.1%), orthodontic defect (4.0%), and cleft palate (1.0%). Although half of the sample was 13 or older, only 4.4% functioned at secondary school level; 130 children were reported who had reading vision but used braille; the reported mobility performance data were found unreliable. The estimated number of MI blind children in the United States is 15,000 with 300 more diagnosed each year. Suggestions were made for research and services. (LE)

### ABSTRACT 10872

EC 01 0872 ED 012 521
Publ. Date 66 36p.
**A 1966 Summer Program for Children with Physical, Multiple and Mental Handicaps, June 22, 1966 to August 17, 1966, Program Evaluation.**
Milwaukee Public Schools, Wisconsin, Division Of Curriculum And Instruction
EDRS mf,hc

Descriptors: exceptional child research; recreation; mentally handicapped; phys-

ically handicapped; multiply handicapped; summer programs; children; program evaluation; program descriptions; student evaluation; tests; questionnaires; test results; physical fitness; parent attitudes; attitudes; student attitudes; teacher attitudes; Doman Delacato Profile; Hayden Physical Fitness Test

This summer program for handicapped children was designed to meet the special needs of these children for socialization and better use of leisure time and to provide data which would enable the division of municipal recreation and adult education to plan future programs. Both the mentally handicapped children's program (54 participants) and the program for physically or multiply handicapped children (51 participants) consisted of games, crafts, musical activities, and field trips. Base line data were obtained from descriptions of the children by the director, the Hayden Physical Fitness Test, and an adaptation of the Doman-Delacato Profile. Questionnaires for children, staff, and parents were used for program evaluation. Results showed the range of physical fitness. The four children tested with the Doman-Delacato Profile scored on four of the five possible scoring levels, excluding the highest level. Children's questionnaire results showed a higher percentage of happy responses than either neutral or sad responses to questions about the program. Staff ratings of the program ranged from satisfactory to outstanding. Parent responses also indicated a high degree of satisfaction. (JZ)

## ABSTRACT 10929

EC 01 0929 ED 026 773
Publ. Date 09 Oct 68 127p.
Bluhm, Donna L.
**Teaching the Retarded Visually Handicapped; Indeed They Are Children.**
EDRS not available
W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 ($4.50).

Descriptors: exceptional child education; multiply handicapped; curriculum; teaching methods; mentally handicapped; self care skills; blind; visually handicapped; music; reading readiness; braille; mathematics; social studies; poetry; self expression; sciences; art; creativity; instructional materials; recreation; reading; handicrafts

Guidelines for a program of instruction with individual teaching for retarded blind children are provided. Areas covered are living skills, handwork, learning through music, reading readiness, recognition of the braille alphabet, mathematics, science, social studies, self expression and creativity, recreation, and suggested poetry and songs. Five appendixes discuss regional educational centers for the blind, parent-child relations, adjustment problems, and learning from and teaching the children. Photographs of 19 teaching aids are provided. (LE)

## ABSTRACT 10941

EC 01 0941 ED 026 785
Publ. Date 68 46p.
**An Introduction to Development of Curriculum for Educable Mentally Retarded Visually Handicapped Adolescents.**
American Foundation For The Blind, New York, New York
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; visually handicapped; multiply handicapped; curriculum; language arts; educable mentally handicapped; adolescents; communication skills; teaching methods; arithmetic; family life education; visually handicapped mobility; social skills; industrial arts; travel training; physical education; sciences; social studies; health

Suggestions for curriculum development for educable mentally handicapped, visually handicapped students aged 13 to 18 years are presented. A discussion of communication skills includes the areas of listening, oral communication, reading, writing, and spelling and teaching methods for each. The goals of the computation skills sequence, basic understanding of mathematical concepts, and transfer of knowledge to other situations are discussed along with skills to be taught. Units are described for instruction in family and social living and health; also described is an industrial arts program involving machine operation techniques, woodworking, metal working, power mechanics, home repairs, electricity, and ceramics. Uses of a sighted guide, arm positions, trailing, squaring off, direction taking, orientation with others and self orientation, and skill testing are outlined in the unit on orientation and mobility. Recommendations are also made in the fields of physical education, science, and social studies. (LE)

## ABSTRACT 10970

EC 01 0970 ED N.A.
Publ. Date 67 13p.
Silverman, Susan I.
**Speech and Language Therapy with Hearing Impaired, Multiple Handicapped Mentally Retarded Children.**
North Jersey Training School, Totowa, New Jersey
Public Health Service (DHEW), Washington, D. C.
EDRS not available
2-R20-MH-01767-04
North Jersey Training School, P. O. Box 215, Totowa, New Jersey 07011.
Report Delivered At Speech Association Of The Eastern States Convention (April 8, 1967), And American Association On Mental Deficiency Convention (May 15-27, 1967).

Descriptors: exceptional child education; multiply handicapped; speech therapy; mentally handicapped; aurally handicapped; deaf; hard of hearing; auditory training; speech handicapped; communication (thought transfer); lipreading; aural stimuli; finger spelling; instructional materials; teaching methods; multisensory learning

Speech and language therapy used with hearing impaired, multiply handicapped mentally retarded at the New Jersey Training School is described. Five females have participated in this program whose goal is improved communication. Because of limited research in the area of specific auditory training procedures for this population, standard therapy procedures are used though modified. Steps used in therapy include auditory training, speechreading, sound stimulation for articulation (through the motor-kinesthetic approach), breath control, gesture language, fingerspelling and signing, writing, and some word recognition. Each step is discussed. Other sensory areas are involved through the use of rhythm activities and tactile discrimination. The mechanical instruments used in the program are the Language Master, tape recorder, film strips and projector, commercial auditory training units, record player, and Polaroid Land Camera. The use of these materials and other non-mechanical materials in the program is explained; the orientation program used to fit a girl with a hearing aid is described. This multisensory approach was found workable. (GD)

## ABSTRACT 11037

EC 01 1037 ED N.A.
Publ. Date Fal 67 8p.
Lazar, Alfred L. And Others
**A Selected Bibliography on the Multiply Handicapped.**
Rocky Mountain Special Education Instructional Materials Center, Greeley, Colorado
Office Of Education (DHEW), Washington, D. C., Bureau Of Handicapped Children And Youth
EDRS not available

Descriptors: exceptional child education; multiply handicapped; bibliographies; learning disabilities; aurally handicapped; minimally brain injured; visually handicapped; emotionally disturbed; mentally handicapped; physically handicapped; cerebral palsy; blind; deaf; educational programs; vocational rehabilitation; special services; clinical diagnosis; autism; adjustment (to environment); slow learners; curriculum; attitudes; verbal ability; teaching methods; biographies

A bibliography cites 118 publications on children with a wide variety of multiple disabilities. Dating from 1903 to 1967, documents include biographies, research studies, descriptions of teaching and training techniques, curriculum guides, bibliographies, surveys, reports of educational programs, reports of services, and future projections. (DF)

## ABSTRACT 11096

EC 01 1096 ED 023 240
Publ. Date Sep 65 50p.
Andrew, Gwen; Feuerfile, David
**Programming Habilitation of the Hospitalized Deaf-Retarded.**

Michigan State Department Of Mental Health, Lansing
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-800S RR-44

Descriptors: exceptional child research; multiply handicapped; psychotherapy; vocational rehabilitation; aurally handicapped; mentally handicapped; sheltered workshops; deaf; work experience programs; communication skills; social adjustment; personal adjustment; academic achievement; institutionalized (persons); job placement; community cooperation; homemaking education; intellectual development

Thirty-two deaf retarded patients were diagnostically assessed for speech and hearing, intellectual function, academic achievement, and medical status. Eight of the patients served as controls and 24 received 18 to 24 months of special training in communication skills, shop experience, physical education, and homemaking. Twelve of the 24 also received psychotherapy. Formal vocational training in a sheltered workshop for males and participation in the institution work program and community vocational placement for both sexes were intitated during the final year of the program. As a result of the program, some of the patients were able to be discharged or to be placed in the community on a day basis. Others were able to participate in the institutional work program. Communication, intellectual functioning, and social/personal adjustment improved significantly (p equals .02 or p less than .02), but academic achievement did not improve. The psychotherapy program was not shown statistically to be effective; in fact, the subjects without psychotherapy improved more in intellectual function and performance. The patients participated successfully in the sheltered workshop. (EC)

## ABSTRACT 11218

EC 01 1218 ED N.A.
Publ. Date Oct 67 19p.
Vernon, McCay
**Meningitis and Deafness: The Problem, Its Physical, Audiological, Psychological, and Educational Manifestations in Deaf Children.**
Michael Reese Hospital And Training Center, Chicago, Illinois, Psychosomatic And Psychiatric Research And Training Institute
EDRS not available
Laryngoscope; V77 N10 P1856-74 Oct 1967

Descriptors: exceptional child research; academic achievement; aurally handicapped; multiply handicapped; neurologically handicapped; sex differences; intelligence differences; preschool children; psychological evaluation; communication skills; adjustment (to environment); diseases; etiology; deaf; testing; meningitis

A study of the effects of meningitis on children who suffered hearing loss as a result of this disease involved 1,468 school age deaf children (8% postmeningitic). More boys than girls were in the postmeningitis group, and the prevalence of multiple handicaps among these children was 38%; aphasia, mental retardation, emotional disturbance, and spasticity were the most common secondary effects. Age at onset of the disease was found to be usually prelingual. The average performance scale IQ for the sample was 95, significantly below the mean IQ for the general population (p equals .05). Comparisons of educational achievement showed achievement of the postmeningitis group to be two-thirds that of the genetically deaf, one-half that of normally hearing children, and equal to that of children deaf due to Rh complicatons, prematurity, or maternal rubella. Level of skill in written language, the key variable for deaf children, was significantly below that of the genetic deaf child (p equals .01). In emotional adjustment, teachers rated postmeningitic deaf children as well adjusted, but psychological evaluation indicated a 29.3% rate of serious maladjustment. Audiometric findings showed that relative to other deaf school-age youths, the postmeningitic have a profound hearing loss. (JB)

## ABSTRACT 11517

EC 01 1517 ED 029 416
Publ. Date 26 May 69 ?87p.
Frampton, Merle E. And Others
**Forgotten Children: A Program for the Multihandicapped.**
EDRS not available
Porter Sargent Publisher, 11 Beacon Street, Boston, Massachusetts 02108 ($6.95).

Descriptors: exceptional child research; multiply handicapped; visually handicapped; cerebral palsy; physically handicapped; case studies (education); student evaluation; individualized instruction; residential schools; physical therapy; recreational activities; therapeutic environment; teaching methods; multisensory learning; speech therapy; creative activities; language development; curriculum; staff role; parent school relationship

In a cerebral palsy-blind experimental school unit for day and residential care, a staff of 13 served 30 children in 6 years with 12 to 17 children each year. All but six children who were found to be nontrainable progressed: eight became trainable, eight trainable and partly educable, and eight educable. Variable progress was found characteristic of most of the children. Group placement was changeable in the three groups for children needing self help and social skills, for children with the greatest learning difficulties, and for children able to benefit from a full academic program. The medical services were the foundation of the program; the residential care given stressed a structured environment with 19 living at the school 10 months a year. Both physical therapy and the therapeutic setting used to teach the children how to play and use their leisure time tried to establish interaction with the world; personality was also developed by use of any creative ability. Speech therapy was given to 15 children and the language development program, like the academic program, included a total program for all, group programs, and an individual one for each child. The child also kept close involvement with parents. Recommendations were for a total clinic and a multifocal school. Case studies are provided of one child through age 6 and of four girls. (SN)

## ABSTRACT 11674

EC 01 1674 ED 030 230
Publ. Date 67 97p.
Lance, Wayne D., Ed.
**Proceedings of the Special Study Institute for the Multihandicapped (Los Angeles, California, October 9-13, 1967).**
California State Department Of Education, Division Of Special Schools And Services
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; program planning; special programs; educational planning; educational problems; educational legislation; school responsibility; state legislation; teacher education; diagnostic teaching; curriculum development; case studies (education); parent attitudes; aurally handicapped; community problems; state programs; California

The proceedings consider special education programs for the multiply handicapped. Papers describe a case study in community challenge, California trends for services, the multihandicapped deaf child, the process of curriculum development, persistent educational problems, prescriptive teaching as an integration process, the clinician-educator, and educational planning. Panel discussions treat special programs, parental problems, innovations in teacher preparation, legislative needs, and problems confronting public schools in providing special services. (LE)

## ABSTRACT 12013

EC 01 2013 ED N.A.
Publ. Date Jan 68 3p.
Doob, Dorothy
**An Intensive Speech and Language Program In the Rehabilitation Process of Multihandicapped Children.**
EDRS not available
Rehabilitation Literature; V29 N1 P8-10 Jan 1968

Descriptors: exceptional child research; speech handicapped; language handicapped; multiply handicapped; speech therapy; professional education; demonstration programs; program evaluation; summer programs; clinical diagnosis

Forty children were selected from among children aged 7 to 15 years with aphasia, hearing loss, cerebral palsy, brain damage, mental retardation, and problems of articulation and foreign

accent. All were scheduled for two 1/2-hour therapy sessions and one 40-minute session daily for 6 weeks. Demonstrations of evaluation and therapy procedures were presented to an audience including teachers of special education courses, the school staff, graduate students and interns, and guests. A daily seminar included presentation and discussion of tests, reports on recent publications, films, guest lectures, instruction in examination of the peripheral speech organs, analysis of a taped parent interview, and evaluation of therapy techniques and patient rapport. In all, 357 therapy sessions were given by the 10 graduate students. All children were reported to have made reasonably good progress. Fourteen parents were personally interviewed while the remainder were contacted by phone. Two kinescopes were completed demonstrating diagnostic techniques and speech and language therapy. It was recommended that the program be continued. (EB)

### ABSTRACT 20159

EC 02 0159 ED 031 827
Publ. Date 68 110p.
**Proceedings of the Regional Institute on the Blind Child Who Functions on a Retarded Level (Villa Capri Motor Hotel, Austin, Texas, May 8-10, 1968).**
American Foundation For The Blind, Inc, New York, New York
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; mentally handicapped; multiply handicapped; educational needs; institutional facilities; institutionalized (persons); building design, professional personnel; educational programs; therapeutic environment; community services; operant conditioning; self care skills; teaching methods; clinical diagnosis; blind; program planning; medical case histories; body image

Papers on visually handicapped and mentally retarded children presented are the following: the challenge of the problem; programing; developmental learning; psychotherapeutic learning; operant conditioning; design of institutional facilities; care and management in institutional settings, schools, and state homes; and definitions of medical terms used to diagnose blindness. Educational and psychological management, history of multihandicapped groups at schools for the blind, and deviation in cognition are considered. Also considered are a hospital improvement program and goals of various community and institutional services. (MS)

### ABSTRACT 20206

EC 02 0206 ED N.A.
Publ. Date Nov 66 6p.
Costello, Patrice M.
**The Dead End Kid.**
EDRS not available
Volta Review; V68 N9 P639-43, 714 Nov 1966

Descriptors: exceptional child education; multiply handicapped; mentally handicapped; aurally handicapped; institutional schools; institutionalized (persons); educational needs; teacher education

The problems faced by the mentally retarded deaf child are considered from the aspect of rejection by family, community, and schools. The institution for the retarded is discussed as the place where these children frequently are accepted. The problems the children pose for the institutions and the programs for multiply handicapped residents provided by some state schools are also discussed. The need for separate units and special programs for the deaf retarded is described. (RJ)

### ABSTRACT 20284

EC 02 0284 ED N.A.
Publ. Date May 69 8p.
Anderson, Robert M.; Stevens, Godfrey D.
**Practices and Problems in Educating Deaf Retarded Children in Residential Schools.**
EDRS not available
Exceptional Children; V35 N9 P687-94 May 1969

Descriptors: exceptional child research; deaf; mentally handicapped; multiply handicapped; residential schools; academic aptitudes; aurally handicapped; incidence; classification

Information was collected from pupils' cumulative folders at six schools for the deaf on the prevalence of mentally retarded deaf children, the utility of intelligence tests for such children, classification and nomenclature, numbers and kinds of disabilities in addition to deafness and mental retardation, and projected grade level at graduation for the retarded children. A total of 304 pupils (19% of the pupil population of 1,632) had IQ scores below 83, but only 132 of these children were classified as mentally retarded. Handicaps in addition to deafness and mental retardation were reported for 73 children. A mean grade level expectancy of 4.3 at time of graduation was predicted by school psychologists for 117 of the 304 children. (LE)

### ABSTRACT 20465

EC 02 0465 ED N.A.
Publ. Date 68 53p.
Moor, Pauline M.
**No Time to Lose.**
American Foundation For The Blind, New York, New York
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011.

Descriptors: exceptional child education; visually handicapped; multiply handicapped; educational needs; teaching methods; self care skills; instructional materials; case studies (education); elementary grades

Discussions of educational methods and techniques to use with multiply handicapped blind children include the variations among children, hints for teachers, three case studies, and needs for refinement in evaluation and parent and community involvement. Ten references; 24 related readings; suggestions for equipment to encourage gross motor coordination, to encourage manual dexterity, and to develop living skills; and a list of instructional devices are provided. (LE)

### ABSTRACT 20540

EC 02 0540 ED N.A.
Publ. Date Oct 47 52p.
Worchel, Philip; Dallenbach, Karl M.
**Facial Vision: Perception of Obstacles by the Deaf Blind.**
Cornell University, Ithaca, New York
EDRS not available
American Journal Of Psychology; V60 N4 P502-53 Oct 1947

Descriptors: exceptional child research; multiply handicapped; visually handicapped; perception; aurally handicapped; aural stimuli; visually handicapped mobility; sensory experience; haptic perception; deaf blind; auditory perception; adults; visually handicapped orientation

To determine whether the aural mechanisms, shown to be the basis of the perception of obstacles by the blind, were auditory or cutaneous or both, 10 deaf-blind adults with no outer ear defects who could travel alone were studied. In the first exploratory experiment, only one of the subjects could perceive a wall at a distance of about 1 foot, the other subjects definitely did not perceive it. A second experiment eliminated secondary cues derived from the floor by substituting a small movable screen for the wall. The results indicated that at least eight of the subjects lacked the obstacle sense and were incapable of learning it. Since the remaining two subjects who might possess this sense both wore hearing aids, their aids were removed and their ears were stopped for the third experiment. One of the two subjects now lacked the obstacle sense and was unable to learn it. The possibility of the one remaining subject using vision was eliminated by repeating the experiment in the dark. Under these conditions this subject also failed to perceive the obstacle. In a further experiment with this subject a cardboard head shield reflected light from above his eyes, restricted him from seeing the obstacle, and left his cheeks and ears open to stimulation by reflected air and soundwaves. The subject now lacked the ability to perceive obstacles and the capability of learning it. (CG)

### ABSTRACT 20541

EC 02 0541 ED N.A.
Publ. Date Jul 66 196p.
Clark, Leslie, Ed.
**Research Bulletin, Number 13.**
American Foundation For The Blind, New York, New York
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($2.50).

Descriptors: exceptional child research; visually handicapped; multiply handi-

capped; aurally handicapped; perception; deaf blind; adults; auditory perception; haptic perception; sensory experience; aural stimuli; visually handicapped mobility; visually handicapped orientation; mobility

Four articles report research on facial vision. Michael Lupa, Milton Cotzin, and Karl M. Dallenbach consider the perception of obstacles by the blind; Philip Worchel and Dallenbach treat obstacle perception by the deaf-blind. Cotzin and Dallenbach define the role of pitch and loudness; and Carol H. Ammons, Worchel, and Dallenbach discuss the perception of obstacles out of doors by blindfolded and blindfolded-deafened subjects. Forty-four references are listed. (JD)

### ABSTRACT 20904

EC 02 0904 ED 016 345
Publ. Date Oct 67 81p.
Lazar, Alfred L. And Others
**A Syllabus for Creative and Innovative Services for the Multihandicapped (Special Study Institute for the Multi-Handicapped, Los Angeles, California, October 9-13, 1967).**
Calfiornia State Department Of Education, Sacramento, Division Of Special Schooling
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; professional education; program planning; educational needs; institutes (training programs); study guides; Sacramento

This syllabus was developed to assist the participants in a 4-day institute designed to promote special education programs for multiply handicapped children. Section one of the syllabus describes the organization and operations of the institute including consultants, faculty, panel members, discussion leaders and recorders, the hotel plan, and the film schedule. The second section enumerates the theme for each day, the presentation topics, panel topics, and lists 68 suggestive questions with space for written reactions from institute participants. The third section lists a selected bibliography of about 325 items on five combinations of multiple disability in children. Section four presents an annotated list of 36 selected films. (DF)

### ABSTRACT 20938

EC 02 0938 ED 032 663
Publ. Date May 68 101p.
Lowenfeld, Berthold
**Multihandicapped Blind and Deaf-Blind Children in California.**
California State Department Of Education, Sacramento, Division Of Special Schools And Services
EDRS mf,hc

Descriptors: exceptional child research; visually handicapped; multiply handicapped; incidence; visual acuity; etiology; out of school youth; blind; deaf blind; mentally handicapped; emotionally disturbed; physically handicapped; preschool children; speech handicapped; educational programs; residential schools; psychoeducational clinics; counseling services; California

Data elicited by two questionnaires on the characteristics (numbers, nature, extent, and location) of the multihandicapped population under 21 years of age in California are presented. Based on replies by 613 programs (47% response) and estimated to include 80 to 90% of the state's multihandicapped blind children, statistics concern multihandicapped blind and deaf blind children, each in terms of the following categories: in school, in state hospital schools, not in school but of school age, and of preschool age. Further data treat severity and average number of handicaps as well as frequency of handicaps for 940 multihandicapped blind and 240 deaf blind children. (JD)

### ABSTRACT 20976

EC 02 0976 ED 033 516
Publ. Date 69 468p.
Wolf, James M., Ed.; Anderson, Robert M., Ed.
**The Mulitply Handicapped Child.**
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($21.00).

Descriptors: exceptional child education; multiply handicapped; incidence; educational programs; clinical diagnosis; taxonomy; anomalies; rubella; etiology; cerebral palsy; mentally handicapped; learning disabilities; aurally handicapped; visually handicapped; preschool children; psychological evaluation; classification; educational diagnosis

Articles presented in the area of the medical and educational challenge of the multiply handicapped child are an overview of the problem, the increasing challenge, congenital malformations, children whose mothers had rubella, prematurity and deafness, the epidemiology of reproductive casualty, and new education for old problems. Discussions of incidence are the health of well children, handicapped children in Georgia, a followup study, a survey in Alamance County, North Carolina, and the Onondaga Census. Concerned with education are selections on the muliply handicapped deaf, the multiply handicapped retarded, a multidiciplinary approach to preschoolers, the multiply handicapped cerbral palsied and visually impaired, courageous action, and learning disabilities. Articles on evaluation include evaluation of cerbral palsied preschoolers, advances in assessment of the cerebral palsied since 1958, psychological evaluation of the blind, diagnosis and recommendations for placement, and remediation for learning disabilities. Development of a taxonomy for special education, a proposed conceptual framework, consideration of issues in special education, a suggested classification for the handicapped, and a compendium and comments comprise the concluding chapters. (RJ)

### ABSTRACT 21147

EC 02 1147 ED N.A.
Publ. Date Jan 70 10p.
Larsen, Lawrence A.
**Behavior Modification with the Multi-Handicapped.**
EDRS not available
New Outlook For The Blind; V64 N1 P6-15 Jan 1970

Descriptors: exceptional child education; multiply handicapped; behavior change; teacher behavior; reinforcement; reinforcers; teaching methods; sequential approach

The article discusses behavior modification in light of teacher behavior and reinforcers as affecting student behavior. The teacher behaviors and hopeful reactions to them which are noted are an increased rate of giving positive reinforcers depending upon appropriate behavior and decreasing for negative behavior, measuring behavior before, during, and after instructional programs, individual altering of programs depending on behavior, and an ordering of complex behaviors in hierarchical complexity and teaching the least complex behavior first. Additional areas covered are separating complex behaviors into component parts and teaching each part separately, working with behaviors that match the environment to the child, and measuring, adjusting, and reworking programs. Also considered are methods of assessing and remediating expressive and receptive deficits. (JM)

### ABSTRACT 21149

EC 02 1149 ED N.A.
Publ. Date Jan 70 4p.
Rodden, Hannah
**Teaching Techniques for Institutionalized Blind Retarded Children.**
EDRS not available
New Outlook For The Blind; V64 N1 P25-8 Jan 1970

Descriptors: exceptional child education; multiply handicapped; educational programs; visually handicapped; mentally handicapped; institutionalized (persons); institutional schools; social development; behavior change

A discussion of teaching techniques for blind mentally handicapped children is concerned with the large numbers of institutionalized persons who have no programs in effect to help them relate to the sighted world and the narrowness of existing programs. Suggested techniques include encouragement of self care skills, counseling, remedial experience activities, and a nursery school to teach mobility and command responses. Brief case studies referred to concern acceptance of blindness, teaching productive goals, and training in socially acceptable behaviors. (JM)

### ABSTRACT 21212

EC 02 1212 ED N.A.
Publ. Date Sep 69 18p.
Anderson, Robert M.; Stevens, Godfrey D.
**The Education of Mentally Retarded Deaf Children: Suggestions for Improving Programs.**

University Of Pittsburgh, Pennsylvania
Office Of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS not available
OEG-32-48-110-5008
Teacher Of The Deaf; V47 N397 P387-404 Sept 1969

Descriptors: exceptional child research; mentally handicapped; aurally handicapped; multiply handicapped; educational programs; educational facilities; residential schools; special services; program improvement; ancillary services; teacher qualifications; instructional design; curriculum; administrator attitudes

Conflicting viewpoints exist with respect to the most appropriate facilities for the education of mentally retarded deaf children. This paper presents opinions of administrators of residential schools for the deaf relative to optimum physical facilities and educational services for retarded deaf children. In general, administrators tended to lean toward the development of services outside their own schools. (Author)

## ABSTRACT 21408

EC 02 1408 ED N.A.
Publ. Date Dec 69 5p.
Bevans, Judith
**The Exceptional Child and ORFF.**
EDRS not available
Education Of The Visually Handicapped; V1 N4 P116-20 Dec 1969
Reprinted From Music Educators Journal, March 1969.

Descriptors: exceptional child education; music education; multiply handicapped; visually handicapped; mentally handicapped; teaching methods; Orff Method

A music program for the multiply handicapped blind developed by Carl Orff is described. Flexibility, which offers opportunity for maximum participation and creative contributions is cited as the value of the program. Suggestions are made concerning musical instruments, singing, song development, and movement and dance. (RJ)

## ABSTRACT 21686

EC 02 1686 ED N.A.
Publ. Date Apr 70 12p.
Mitra, Sudhansu B.
**Educational Provisions for Mentally Retarded Deaf Students in Residential Institutions for the Retarded.**
EDRS not available
Volta Review; V72 N4 P225-36 Apr 1970

Descriptors: exceptional child education; institutionalized (persons); multiply handicapped; aurally handicapped; mentally handicapped; institutional schools; residential care; testing; educational programs; teacher qualifications

Questionnaires for teachers and for administrators as well as a hearing scale and a behavior rating scale were sent to 142 institutions for the retarded. Results received from 71 residential facilities were as follows: team evaluation is common for identifying deaf retardates; psychological and audiological tests are invariably used in identification; facilities for speech therapy are available, in 85% of the institutions; a range of 21% to less than 1% of retardates are found to be deaf; only 33% of school age retarded deaf children are in some educational or training program; and 80% of the retarded deaf have borderline or mild retardation with severe to profound hearing loss. Program objectives revealed three common goals: communication skills, social adjustment, and rudimentary academics. Types of instruction and teacher qualifications are discussed, and conclusions and recommendations are provided. (RJ)

## ABSTRACT 21765

EC 02 1765 ED 035 144
Publ. Date Apr 69 133p.
Rigby, Mary E.; Woodcock, Charles C.
**Development of a Residential Education Program for Emotionally Deprived Pseudo-Retarded Blind Children, Volume I. Final Report.**
Oregon State School For The Blind, Salem
Office Of Education (DHEW), Washington, D. C., Bureau Of Education
EDRS mf,hc
OEG-32-47-0000-1007
BR-5-0400

Descriptors: exceptional child education; visually handicapped; multiply handicapped; residential programs; program evaluation; residential schools; interpersonal competence; social adjustment; physical activities; sensory experience; teaching methods; learning activities; records (forms)

To design a residential school program for multiply handicapped blind children and to develop identifying procedures for prospects for this type of program, 15 children (ages 5 to 13, legally blind, educationally retarded, multiply handicapped) of both sexes were enrolled in a 12 month program. The curriculum was based on a systematic presentation of real experiences to build concepts, continual participation in physical activity, on sensory stimulation and the encouragement of social interaction, and on an adaptation of the Montessori method. The children were evaluated at the beginning and end of the program by a multi-disciplinary team. The results indicated that all children except one made some improvement with the younger children showing most progress. Self care skills and social skills were improved. Findings also suggested that a group of five would be the ideal size, grouping should be according to functional ability, parental visits and vacations are beneficial, records must be kept and consultants available for individual evaluations, personnel must be well trained and screened, and further study is needed in like programs. Case studies are presented in two volumes, EC 004 819. (Author/JM)

## ABSTRACT 21766

EC 02 1766 ED 035 145
Publ. Date Apr 69 573p.
Rigby, Mary E.; Woodcock, Charles C.
**Development of a Residential Education Program for Emotionally Deprived Pseudo-Retarded Blind Children, Volumes II and III. Final Report.**
Oregon State School For The Blind, Salem
Office Of Education (DHEW), Washington, D. C., Bureau Of Education
EDRS mf,hc
OEG-32-47-0000-1007
BR-5-0400

Descriptors: exceptional child research; case studies (education); visually handicapped; multiply handicapped; achievement; hygiene; individual development; medical case histories; eating habits; physical development; adjustment (to environment); psychological evaluation; psychomotor skills; student placement; performance

A continuation of a report (EC 004 818) presents appended case studies of 15 children involved in a residential school program for the multiply handicapped blind. Each study provides information on developmental history, medical data, personal hygiene, eating habits, physical development, psychological adjustment, object recognition, classroom performance, placement recommendation, and a psychological evaluation. Each study is accompanied by tables of performance. (JM)

## ABSTRACT 22295

EC 02 2295 ED N.A.
Publ. Date Jan 67 111p.
Robbins, Nan; Stenquist, Gertrude
**The Deaf-Blind Rubella Child. Perkins Publication Number 25.**
EDRS not available
Perkins School For The Blind, 175 North Beacon Street, Watertown, Massachusetts 02172.

Descriptors: exceptional child research; multiply handicapped; rubella; case studies; deaf blind; academic achievement; intelligence level; communication problems; clinical diagnosis; preschool programs; academic ability

Twenty-eight children at Perkins School for the Blind with a prenatal history of maternal rubella were studied, and data were compiled on their characteristics. The children were multiply handicapped, primarily partially sighted with either severely impaired hearing or a 60-80 dB loss with generally flat configuration. Three were a heavy preponderance of IQ scores below 50 and a greater than normal number between 50 and 70 on the Ontario School Ability Examination. Distractibility was found to be a significant problem in the classroom, and basic proto-symbolic behavior was absent in more than one half of the group. Those who light-gazed excessively appeared to have serious learning disorders, only one had an obsessional trait other than light-gazing, and toilet training problems were related to gener-

ally slow development. In order to increase communicative abilities and foster language development, preschool programs are suggested which would include early introduction of amplification, glasses, and parent counseling. Additional information on 18 other children is appended. (RJ)

### ABSTRACT 22377

EC 02 2377 ED N.A.
Publ. Date Sep 65 5p.
Luszki, Walter A.
**Psychological Evaluation of Retarded Deaf and Hard of Hearing Persons.**
EDRS not available
Hearing News; V33 N5 P8-12 Sep 1965

Descriptors: exceptional child services; mentally handicapped; aurally handicapped; testing; test validity; evaluation techniques; testing problems; multiply handicapped; psychological evaluation

The article discusses the need for evaluating test results in dealing with the retarded (not only the mentally retarded but retarded deaf and hard of hearing persons). Results obtained using standardized tests with the deaf and hard of hearing are described as misleading, and it is expressed that progress hopefully will be made in the standardization of intelligence, achievement, and personality tests for this group. Factors considered are the attitude of the tester, methods of communicating, and testing techniques. Eight suggestions concerning daily life are listed to help the examiner establish rapport, and the means of using an interpreter for a test situation are presented. Possible tests adaptable to be administered to the deaf person are noted. It is suggested that test procedures make the most use of non verbal sections and begin with areas in which the subject will do well. (CH)

### ABSTRACT 22401

EC 02 2401 ED N.A.
Publ. Date Mar 70 5p.
Rintelmann, William And Others
**A Special Case of Auditory Localization: CROS for Blind Persons with Unilateral Hearing Loss.**
Michigan State University, East Lansing, Department Of Audiology And Speech Sciences;
Northwestern University, Evanston, Illinois, Department Of Communicative Disorders
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Archives Of Otolaryngology; V91 N3 P284-8 Mar 1970

Descriptors: exceptional child services; deaf blind; hearing aids; mobility aids; visually handicapped mobility; sensory aids; auditory perception; echolocation; multiply handicapped

The report suggests that contralateral routing of signals (CROS) by a hearing aid may be useful in the habilitation of blind persons with profound unilateral hearing losses. Two case studies are presented of bilaterally blind persons who were fitted with CROS hearing aids while undergoing mobility training. In each case some improvement in mobility was reported, which was attributed to sound localization improved by the CROS hearing aid. This preliminary investigation concludes that CROS offers sound localization clues to the blind, even though the auditory cues are being received in only one ear. (Author/JB)

### ABSTRACT 22654

EC 02 2654 ED N.A.
Publ. Date Jul 70 5p.
Lennan, Robert K.
**Report on a Program for Emotionally Disturbed Deaf Boys.**
EDRS not available
American Annals Of The Deaf; V115 N4 P469-73 Jul 1970

Descriptors: exceptional child research; multiply handicapped; program evaluation; emotionally disturbed; aurally handicapped; program descriptions; behavior change; intervention

To determine the effectiveness of behavior modification techniques on the behavior of emotionally disturbed, deaf boys, 16 boys (between ages 7 and 12, IQ of 85 or slightly above) were enrolled in a 2 year program. Techniques used included positive reinforcement, gradual reward deferment, checkcards, interventions, dormitory checkcards, and a small (one to four) staff-student ratio. Seven of the subjects reportedly made satisfactory adjustments into the regular classroom and the others will be included in a further program. The conclusion is that behavior modification techniques can be useful in the education of the emotionally disturbed, deaf child. (JM)

### ABSTRACT 22664

EC 02 2664 ED N.A.
Publ. Date 63 89p.
Gruber, Kathern F., Ed.; Moor, Pauline M., Ed.
**No Place to Go: A Symposium.**
EDRS not available
American Foundation For The Blind, 15 West 16th Street, New York, New York 10011 ($1.35).

Descriptors: exceptional child education; visually handicapped; multiply handicapped; emotionally disturbed; educational diagnosis; educational needs; program planning; curriculum planning

The text, addressed to those educating the blind child who is retarded in development, defines the child, and discusses potentialities of family oriented counseling, factors affecting development and appraisal (behavior mannerisms, and developmental and communication problems), appraisal and evaluation (psychological, medical, neurological), and the child in school. The curriculum, administration policy, and dialogue between student and teacher are also described. Appendixes include case studies, psychological measurements, and a suggested day's program. (LE)

### ABSTRACT 22807

EC 02 2807 ED 034 369
Publ. Date Jun 69 348p.
Brill, Richard G. And Others
**Pilot Program with Seriously Emotionally Disturbed Deaf Children. Final Report.**
California School For The Deaf, Riverside
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-7-062422-0208
BR-6-2422

Descriptors: exceptional child research; aurally handicapped; behavior change; intervention; program descriptions; emotionally disturbed; deaf; academic achievement; parent education; interpersonal competence; programed instruction; manual communication; reinforcement

A pilot project involved 21 emotionally disturbed deaf boys, all of whom had had no success in regular school attendance and several of whom had been excluded. Objectives were to modify behavior and to teach basic skills and subject content, enabling the boys to return to regular classes for the deaf. Features of the program were a small staff-pupil ratio, application of behavior modification, engineered instruction, individualized self instructional curriculum materials, coordinated classroom and dormitory activities, manual communication and parent education. Results indicated significant changes in class conduct and self control and significant gains in reading and arithmetic. Parents were enthusiastic about changes in the child, but made no meaningful changes in their own personal dimensions. Of the boys, one returned to a psychiatric hospital and nine successfully returned to regular classes for the deaf. (Author/JD)

### ABSTRACT 22853

EC 02 2853 ED N.A.
Publ. Date 70 61p.
Guldager, Virginia
**Body Image and the Severely Handicapped Rubella Child. Perkins Publication No. 27.**
EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; visually handicapped; preschool children; rubella; body image; self concept; evaluation techniques; measurement instruments; preschool programs; literature reviews

A scale to determine the level of body image development as manifested by imitation and object concept in multiply handicapped rubella children is presented. Results of evaluation of four children with the scale are outlined. Activities suitable for children functioning at various levels determined by the scale are suggested. Also included is a review of literature dealing with body image and self concept. (MS)

### ABSTRACT 22868

EC 02 2868 ED 040 520
Publ. Date (69) 63p.
Hammer, Edwin K.
**Deaf-Blind Children: A List of References.**
Callier Hearing And Speech Center, Dallas, Texas
Texas University, Austin, Department Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf blind; bibliographies; periodicals; reference materials; exceptional child research; exceptional child services

Presented is a list of references from journals, newspapers, and professional reports dealing with various aspects of the deaf-blind child. (JM)

### ABSTRACT 22907

EC 02 2907 ED 040 559
Publ. Date Apr 69 43p.
**Policies and Procedures: Centers and Services for Deaf-Blind Children.**
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf blind; program proposals; educational legislation; services; supplementary educational centers; agencies; organization; program development; Public Law 90-247; Elementary and Secondary Education Act Title VI

Provisions for the establishment of centers and services for deaf-blind children under the Elementary and Secondary Education Act Title VI, Part C are described. Explained are criteria for agency eligibility, coordination among agencies, services provided by a comprehensive center, and activities authorized by the Act. Also discussed are developmental and operational projects, submission of proposals, the form of proposal information, and review and approval procedures. Information is also included on various regulations, grant terms and conditions, and special provisions of the Act. (JM)

### ABSTRACT 23045

EC 02 3045 ED N.A.
Publ. Date 64 90p.
Robbins, Nan
**Auditory Training in the Perkins Deaf-Blind Department.**
EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: exceptional child education; multiply handicapped; deaf blind; auditory training; sensory training; auditory discrimination; aural stimuli; speech instruction; hearing aids; psychophysiology

Written for teachers of deaf-blind children, the booklet describes methods for developing and conserving residual hearing. Introductory material deals with the psychophysiology of hearing, nature of auditory training, and methods of amplification. Control of the auditory environment is discussed in relation to various types of hearing disorders. Types of sound stimuli are explored: gross sounds, environmental sounds, musical sound, and speech. Specific teaching activities are listed for each sound area. (JB)

### ABSTRACT 23058

EC 02 3058 ED N.A.
Publ. Date 59 152p.
**Report of Committee on Services for the Deaf Blind to the World Assembly of the World Council for the Welfare of the Blind.**
EDRS not available
U. S. Department Of Health, Education, And Welfare, Office Of Vocational Rehabilitation, Washington, D. C. 20201 ($2.00).

Descriptors: multiply handicapped; deaf blind; communication (thought transfer); manual communication; special services; interpersonal relationship

The report of the Committee on Services for the Deaf-Blind contains their conclusions related to communication and services for the deaf-blind. Various methods of communication reviewed include: the International Standard Manual Alphabet for the blind, other manual alphabets, braille, typing and script writing, alphabet plates and gloves, mechanical devices and machines, speech, and lipreading. Discussed are the first steps in the development of an International Rapid Manual Alphabet. The Basic Minimum Services Proposal for deaf-blind persons covers the areas of understanding, communication, work, play, and services. Guidelines are suggested for the helper of deaf-blind persons. Appendixes include the interim report of the Committee, a verbatim excerpt from a discussion at the 1957 Conference on Communication for the Deaf-Blind, questions asked of deaf-blind persons, a discussion of relocation to centers, a description of a series of volumes on the rehabilitation of the deaf-blind, comments on making friends with a deaf-blind person, and a bibliography of resource literature. (KW)

### ABSTRACT 23067

EC 02 3067 ED N.A.
Publ. Date 57 157p.
Huffman, Mildred Blake
**Fun Comes First for Blind Slow Learners.**
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.00).

Descriptors: exceptional child education; multiply handicapped; visually handicapped; mentally handicapped; slow learners; teaching procedures; elementary school students; institutional schools

Written for classroom teachers by a classroom teacher, the book illustrates through discussion, photographs, and annotated tape recorded conversations how growth was promoted in slow learning blind elementary age children in a residential school for the blind. The application of educational goals and principles to the teaching of these children and the procedures used by the teacher in directing the classroom activities and learning are described, including practical teaching suggestions. Fun experiences interesting to children are emphasized, and their effects on the emotional, social, and educational growth of the children are recounted. The annotated copies of classroom tape recordings are appended for further evaluation and explanation of the teaching procedures discussed. (KW)

### ABSTRACT 23102

EC 02 3102 ED N.A.
Publ. Date 66 52p.
Lowe, Armin, Ed.
**Multiple Handicapped Hearing-Impaired Children.**
EDRS not available
Siepmann, D 4330 Mulheim/Ruhr, Von Bock Strabe 7, West Germany.
Horgeschadigte Kinder; Special Edition Number 5, Gehorlosen-druckerei Heinrich

Descriptors: exceptional child education; aurally handicapped; multiply handicapped; deaf blind; physically handicapped; cerebral palsy; speech therapy; hearing aids; child development; medical treatment

The German Society for the Rehabilitation of People with Impaired Hearing has assembled a volume of reports to draw the attention of experts and the public to seriously disabled children. These include deaf-blind children, deaf children with malformed limbs, and deaf children with neuro-muscular disorders. Eleven reports by German specialists, some containing photographs, deal with the following subjects: deaf dysmelia (malformation of limbs) children, speech education and social behavior, investigations on school readiness among children with defective hearing, surgery for the improvement of the hearing of dysmelia children, and deafness and cerebral palsy. Other subjects discussed are the deaf-blind, speech therapy for children with motility disorders, hearing aids for children with ear malformation, and early developmental disorders. (GD)

### ABSTRACT 23116

EC 02 3116 ED N.A.
Publ. Date 58 982p.
**Rehabilitation of Deaf Blind Persons: Volumes I-VII.**
Office Of Vocational Rehabilitation (DHEW), Washington, D. C.
EDRS not available
Industrial Home For The Blind, Nassau-Suffolk Home For The Blind, 329 Hempstead Turnpike, West Hempstead, New York 11552 (Complete Series ($10.00).

Descriptors: multiply handicapped; deaf blind; rehabilitation; professional services; communication skills; medical evaluation; psychological studies; voca-

tional adjustment; adults; recreation; social characteristics

The series of reports on deaf blind rehabilitation comprises seven volumes. Information is provided as a manual for professional workers, for communication, on a report of medical studies on deaf blind persons, and on a psychological study of the deaf blind. Discussions also concern studies in the vocational adjustment of deaf blind adults, recreation services, and a survey of selected social characteristics of deaf blind adults in New York State in 1957. (JM)

### ABSTRACT 23142

EC 02 3142 ED N.A.
Publ. Date 63 57p.
Robbins, Nan
**Speech Beginnings for the Deaf-Blind Child: A Guide for Parents.**
EDRS not available
Perkins School For The Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: exceptional child education; multiply handicapped; language development; deaf blind; oral communication; speech instruction; parent participation; guidelines; learning processes; teaching techniques; behavior; social development; lipreading

Designed for parents of deaf-blind children, the booklet discusses processes by which children learn to speak and the relationships between communication and physical, mental, and social growth. Speech development in normal children is compared with that of deaf-blind children. Specific areas are outlined in which parents may assist their deaf-blind children in attaining speech readiness. Social development and life experiences are emphasized. The necessity for helping the child become independent is discussed with regard to eating, dressing, washing and toileting, getting about, and playing with others. These experiences are related to the steps in learning speech: awareness, non-verbal communication, understanding speech, speech. Parental attitudes and activities are discussed, with recommendations for maintaining healthy relationships with the child. (JB)

### ABSTRACT 23195

EC 02 3195 ED N.A.
Publ. Date 67 8p.
Corliss, Leland M.
**Multiple Handicapped Children--Their Placement in the School Education Program.**
EDRS not available
Journal Of School Health; V37 N3 P113-20 Mar 1967
Paper Presented At The Joint Session Of The American Public Health Association And The American School Health Association (San Francisco, California, October 31, 1966).

Descriptors: exceptional child services; multiply handicapped; special education; clinical diagnosis; evaluation needs; parent education; educational needs

Though services for children with a variety of handicaps has greatly expanded in the 1900-1950 period, the needs of the multiply handicapped child with two or more physical disabilities plus possible mental and emotional maladjustment are more complex and increasingly unmet, it is reported. Lack of clear classification in legal, administrative, medical, and education categories makes placement difficult. Other problems are listed as lack of trained personnel, specialized equipment, parent education, funds, and community education. The teacher is faced with long periods of evaluation to determine the extent of ability and disability of the child. It is felt by the author that admission to a program should be based on a one-year trial for testing and evaluation, and parent education should be given simultaneously. Urged are early recognition of the problem; evaluation; communication with family, physician, clinic, and teacher; and reevaluation. (FS)

### ABSTRACT 23287

EC 02 3287 ED N.A.
Publ. Date Jun 60 80p.
Robbins, Nan
**Educational Beginnings with Deaf-Blind Children.**
EDRS not available
Perkins School For The Blind, Watertown 72, Massachusetts ($1.00).

Descriptors: exceptional child education; multiply handicapped; deaf blind; educational methods; teaching techniques; child development; social development; mental development; motor development

Written primarily for the educator, this booklet presents a teacher's guide to activity with deaf-blind children including methods, principles, techniques, and goals. The functions of a diagnostic readiness program are presented. They include diagnosis and evaluation leading to recommendations for placement, and training in readiness for entrance into an academic program. The method of approach used by the Perkins School for the Blind (Massachusetts) in guiding the child and his parents is discussed along with teacher-pupil rapport and emotional climate. Guiding principles and techniques used by teachers are described. Other sections discuss development of personal-social behavior (self-care, social awareness and occupational activity), motor development (movements of the upper body and mobility), development of adaptive or intellectual behavior (perceptual training, language development and problem solving), and creative growth. (GD)

### ABSTRACT 23350

EC 02 3350 ED N.A.
Publ. Date Mar 68 9p.
Graham, Milton D.
**Multiply Impaired Children: An Experimental Severity Rating Scale.**
EDRS not available
New Outlook For The Blind; V62 N3 P73-81 Mar 1968

Descriptors: exceptional child research; visually handicapped; multiply handicapped; rating scales; teaching load; educational planning; teacher distribution; Oregon Severity Rating Scale for Multiply-Impaired Children (ORS)

A Severity Rating Scale for multiply handicapped children was devised in the following way: starting with the premise that one average teacher can handle ten normal blind children, it can be stated quantitatively that blindness has a numerical value of six and therefore that one average teacher can handle a teaching load of sixty points. Placing weighted numerical scores on all other impairments and disabilities in terms of severity yields a table which will give individual scores for multiply handicapped children. A modified scale to reduce difference of interpretation by raters includes classifications or tests of functional vision, functional hearing, functional CA vs. academic level of achievement, functional intelligence, functional emotional abilities, speech problems, cerebral palsy, brain damage, epilepsy, and mobility. The scale was used to estimate the academic loads for two successful residential schools for the blind and the computed need for teachers coincided closely with the actual number of teachers. (LE)

### ABSTRACT 23352

EC 02 3352 ED N.A.
Publ. Date Jan 69 81p.
**Education and Training; Directory, Special Education Classes, Conus and Overseas.**
Department Of The Army, European Area, New York, United States Dependents Schools
EDRS not available
Department Of The Army, Directorate, United States Dependents Schools, European Area, APO, New York, New York 09164.

Descriptors: exceptional child education; special classes; handicapped children; directories; military personnel; armed forces; educational facilities; educational programs; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; physically handicapped; orthopedically handicapped; learning disabilities; neurologically handicapped; emotionally disturbed; speech therapy; parent associations; foreign countries; United States

Information is provided concerning the location of special education facilities on or within a 30-mile commuting distance of most U.S. military installations in the United States or abroad. For each base in the United States, the county of its location is stated. For all bases, here and abroad, the distance in miles to the educational facilities is specified. The number or the presence of an unknown number of classes is indicated for the following: educable mentally retarded, trainable mentally retarded, orthopedically handicapped, neurologically handicapped, emotionally disturbed, and speech therapy. The number of chapters of the National Association for Retarded Children is also given. This directory supersedes the first edition, included in ERIC as ED 018 060. (JD)

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